

St James' CE Academy Pupil Premium Strategy Statement November 2020

School overview	Data
School name	St James' CE Academy
Pupils in school	193 (reception to year 6)
Proportion of disadvantaged pupils	33%
Pupil premium allocation this academic year	£110,000
Academic year or years covered by statement	2019/2020 and plans for 2020/2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	A Devaney
Pupil premium lead	A Devaney
Governor lead	P O'Brien

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	2.74
Writing	2.66
Maths	2.74

Disadvantaged pupil performance overview for last academic year (17 pupils)- based on predictions at time of closure due to Covid - 19

Measure	Score (higher standard in bracket)
RWM	63% (33%)
Reading	88% (44%)
Writing	81% (56%)
Maths	69% (56%)

Strategy aims for disadvantaged pupils (11 pupils) - 2020 - 2021

Measure	Score
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Meeting expected standard at KS2	
RWM	73%
Reading	73%
Writing	73%
Maths	73%

Achieving high standard at KS2	
RWM	9%
Reading	18%
Writing	18%
Maths	9%

Barriers to learning

- Impact of school closure due to Covid-19
- Lack of engagement of parents/carers with educational progress of their children
- Lack of self-confidence and self-esteem
- Poor social and other skills
- Mental and physical health issues, often undiagnosed
- Lack of sleep
- Limited vocabulary and oral skills
- No support with reading at home
- Poor attendance
- Lack of aspirations

Teaching priorities for current academic year - QFT by all teachers and TAs across the school

Aim	Target	Target date
Progress in EYFS supported by employment of highly skilled TAs	PP children in EYFS make progress in line with their peers as GLD Outcomes improve for all pupils (target 67%+)	Sept 2021
Progress in Reading supported by the opportunity to read to an adult every day. This is facilitated by the employment of a class TA in all year groups Online reading programs used in school and at home enhance reading outcomes Boosting in year 6 during spring term delivered by experienced and highly skilled TA	Key Stage 1 outcomes at least in line with national All children achieve at least national average progress scores across Key Stage 2 in reading	Sept 2021

Progress in Writing is accelerated by high quality daily targeted intervention. This is facilitated by the employment of a class TA in all year groups	Key Stage 1 outcomes at least in line with national All children achieve at least national progress scores across Key Stage 2 in writing	Sept 2021
Progress in maths is accelerated by high quality daily targeted intervention. This is facilitated by the employment of a class TA in all year groups Boosting in year 6 during the spring term delivered by experienced and highly skilled TA Online maths programs used in school and at home to enhance maths outcomes	Key Stage outcomes at least in line with national All children achieve at least national progress scores across Key Stage 2 in maths	Sept 2021
High quality teaching of phonics in small targeted groups is enabled by the employment of class TAs who teach under the direction of the class teacher	Key Stage 1 children achieve at least national average standard in the phonics screening check.	Sept 2021

Measure - Linked to the above	Activity
Priority 1 - To ensure learning across all areas of the curriculum is supported by access to high quality resources	To ensure there are high quality resources to be used by pupils of all abilities, including those with SEND, to enable them to make at least expected progress.
Priority 2 - To ensure all children are able to read at the expected standard (or above) to support learning in all areas of the curriculum	Ensure teaching of reading, and phonics in EYFS and Key Stage 1 - and if needed in Key Stage 2, is effective in getting children to at least the national expected standard in phonics, and at least national average in reading at the end of Key Stage 1 and 2. Targeted intervention ensures gaps in attainment are narrowed.

Priority 3 - To ensure all children acquire maths skills and knowledge in line with age related expectations (or above)	Further develop the teaching of maths, in line with White Rose initiative, to support all children in making good progress, with a particular focus on whole class, group or individual intervention to ensure gaps in learning are quickly addressed.
Barriers to learning these priorities address	<ul style="list-style-type: none"> -Impact of school closure -High quality intervention, with a particular focus on communication skills in EYFS and KS1 -Families and children well supported by Emotional Wellbeing Worker (EWW), and parents have a deeper understanding of the support they can provide at home in all aspects of their children's development (including sound bedtime routines and support with physical and mental health concerns) -EWW support is well planned, delivered and evaluated to ensure pupils' social, communication skills, and their self confidence and self esteem are well developed -Home reading is enhanced through the purchase of, and easy access to, high quality online reading programmes -All staff support the drive to improve attendance -Intensive programme of speech and language taught by a team of well trained TAs to identified children across the school
Projected spending	£90,000

Wider strategies for current academic year

Measure	Activity
Priority 1 - To ensure all children are mentally healthy enough to access the learning mentioned above, and are able, and eager, to attend school.	<p>Ensure there is effective emotional support for all children via the employment of emotional wellbeing worker - training in ELSA funded.</p> <p>Attendance encouraged by prizes and competitions for all children</p>

Priority 2 - To ensure all children are in the best possible position to access learning at the beginning of the day - and are punctual each day.	Breakfast club is provided to all free of charge (once risk assessments for Covid allow wider opening at 8 am each day)
Priority 3 - To ensure all children have access to wider music opportunities as well as individual music lessons. In addition, they can access a wide range of extra-curricular activities and out of school visits.	The wider curriculum is accessible to all children. All children experience out of school activities that support and enhance their learning and their life chances.
Barriers to learning these priorities address	<ul style="list-style-type: none"> -Families and children well supported by new Emotional Wellbeing Worker (EWW), and parents have a deeper understanding of the support they can provide at home in all aspects of their children’s development (including sound bedtime routines and support with physical and mental health concerns) - Children are attending well because they enjoy coming to school -All children aspire to achieve well and develop skills that make them employable because access to visits and links with local and national businesses broadens their horizons and raises their desire to work.
Projected spending	£20,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Quality First Teaching	Ensuring teachers and TAs have sufficient skills, knowledge and resources to enable all children to make at least good progress.	<ul style="list-style-type: none"> -Carefully planned purchase and deployment of high quality resources. -High quality training opportunities identified and accessed through Hope and locally as appropriate

Targeted support	Ensuring highly skilled TAs are deployed to work alongside teachers to provide high quality intervention	-Carefully planned deployment of teaching assistants, as well as a highly effective programme of intervention to support acceleration of progress
Wider strategies	Supporting the wider challenges faced by families such as mental health issues and attendance through the employment of EWW	-EWW completes ELSA training and uses this and other identified programmes to support children and families to ensure pupils are 'ready to learn' -EWO deployed to support with improving attendance of PAs Full breakfast club offer reinstated as soon as it is safe to do so Full programme of out of school visits and links with local and national businesses reinstated as soon as it is safe to do so More Children are able to access wider opportunities

Review: Summary of last year's aims and outcomes

Aim	Outcome
Quality First Teaching across the school supported by the employment of highly skilled TAs in all Key Stages - enabling targeted phonic sessions and daily reading for all pupils in EYFS and Key Stage 1. In addition, well planned and taught intervention impacting upon the progress of all children in all curriculum areas. Early boosting in year 6 delivered by highly skilled TA	Although at the end of EYFS and Key Stage 1 the gap in attainment between disadvantaged and non-disadvantaged pupils narrowed, this remains a target area for us. At the end of Key Stage 2 the gap in attainment between disadvantaged and non- disadvantaged children had narrowed considerably.

<p>Improving attendance through the employment of an EWO</p>	<p>Attendance rates in 2018 - 2019 were above the national average for both PP and non-PP children, although non-PP children had higher attendance in all year groups, the gaps had narrowed from the previous year. Up to school closure in March 2020, although the attendance of PP pupils had remained in line with the previous year's attendance for this cohort, the attendance of non-PP pupils had improved slightly. Closing the gap between the attendance of PP and non-PP children remains a target.</p>
<p>Employment of EWW to support the emotional development, mental health and social skills of children and their families.</p>	<p>Appointment in January 2020 had already started to impact upon the wellbeing of our most vulnerable pupils. Although the impact of our EWW upon our most vulnerable families during lockdown is difficult to quantify, we are confident that without her support many of our families would not have returned so quickly to school in September.</p>
<p>Purchase of additional online learning resources for reading and maths</p>	<p>Remote learning that was so crucial during lockdown, without doubt impacted upon the children's attainment whilst unable to attend school</p>
<p>Provision of high quality out of school experiences</p>	<p>Prior to lockdown pupils in all year groups were able to access out of school learning via attendance on high quality school visits. For example, prior to March 2020, year 6 pupils visited Pizza Express in Beverley, St Mary's Church, Beverley, BAE Systems and Beverley Racecourse. This enabled them to apply their learning in English, Maths and Science for a real purpose. We are confident this impacted upon their positive outcomes.</p>